





11/15/2012
NPBN
2013



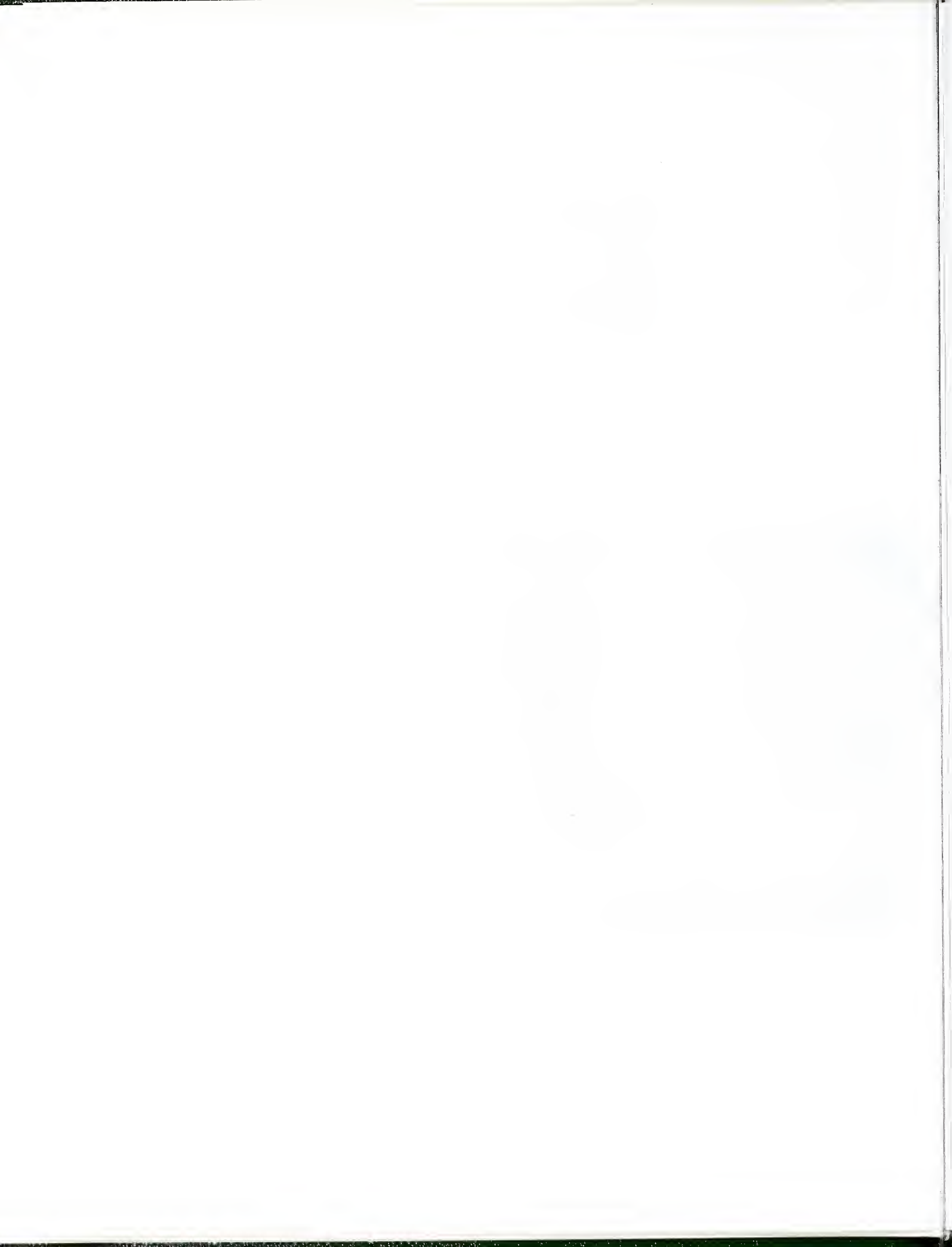
2013 National Prison Braille Forum



October 16, 2013

Hyatt Regency Hotel

Louisville, Kentucky





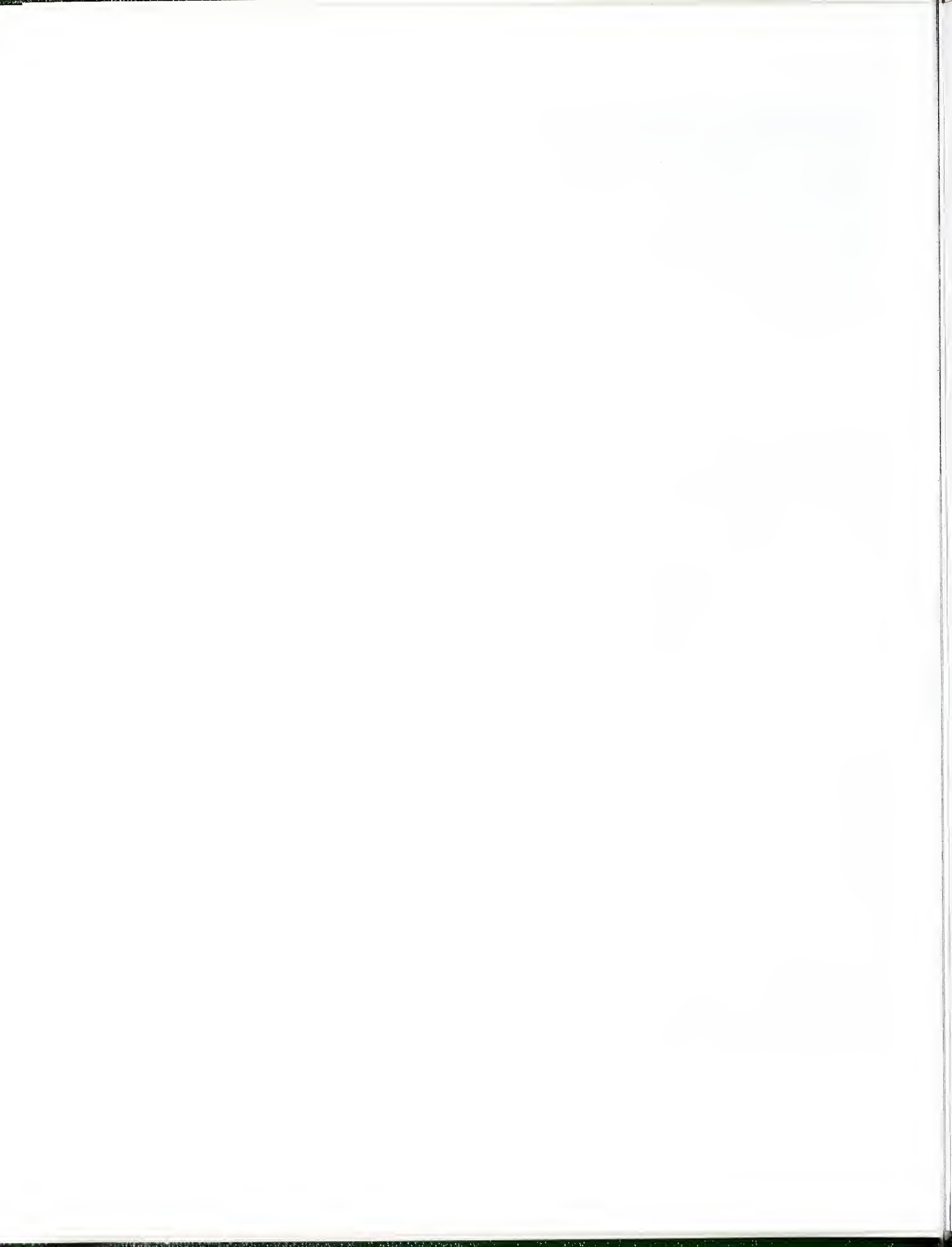
The mission of the National Prison Braille Network (NPBN) is twofold:



To support and promote Braille production facilities in prisons across the U.S. as major sources of high quality Braille and experienced Braille transcribers,



To help ensure that inmate transcribers are well prepared for successful careers as Braille transcribers upon release.





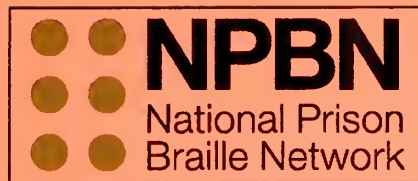
**13th Annual
National Prison Braille Forum**

Wednesday, October 16, 2013

Hyatt Regency, Louisville Downtown, North Ballroom

- 7:45 a.m. Continental breakfast
- 8:30 Welcome
Nancy Lacewell
Gary Mudd
Becky Snider
- 8:45 "Across the Country" reports
- 10:00 Break
- 10:15 "Across the Country" reports
Spotlight on: Washington, Ohio
- 11:45 Deli buffet lunch -- Center Ballroom
- 1:15 p.m. Braille: Outlook for the Future
APH Accessible Textbook Department
Gary Mudd
Jane Thompson
- "Across the Country" reports
- Fran Wonders -- A true inspiration
- 2:30 Tactile Learning: A Multi-Media Approach
Video and Panel
Jane Thompson
Becky Snider
- 4:00 Updates
NBA (National Braille Association)
BANA and UEB
(Braille Authority of North America
and Unified English Braille)
Jan Carroll
Mary Nelle McLennan
Francis Mary D'Andrea
- 4:30 Adjourn





2013 National Prison Braille Forum

October 16, 2013

Guidelines for 2-5 minute reports

Each year at the National Prison Braille Forum, participants are asked to report on the prison braille programs you work with, or if you are not currently working with a program, to tell us a bit about yourself and your interest in prison braille programs. If more than one person from the same program attends the Forum, we ask that you select a spokesperson for the group, who will then introduce his or her colleagues.

For the first time this year we ask that you please submit your report to us on paper or electronically by Tuesday, October 15. The information we gather will be posted on the National Prison Braille Network webpage following the Forum. Formal reports are not necessary - just bulleted highlights will be fine.

Please give us an update on your prison braille program...

- Your name and job title
- Introduce colleagues with job titles
- State
- Name of prison
- Name of program
- When program began

- Category of program (educational/vocational, prison industries, non-profit...)
- Number of men and/or women currently in program
- Services offered (braille, large print, electronic media...)
- Primary customers
- Major changes since the program began (if any)
- Major challenges: issues you have successfully addressed and/or areas in which you are facing challenges and could use advice and support
- Expertise you can offer others
- Advice to "beginners:" either professionals hoping to start prison braille programs, or graduates of programs starting work on the outside
- Other comments/suggestions/advice you'd like to share

For Forum participants not currently working with a braille program, tell us about yourself...

- Your name and job title
- State
- Agency or business
- Products and/or services provided by you and/or an agency
- Primary customers
- Your interest in prison braille programs
- Major challenges you currently face
- Advice/expertise to share with others
- Help needed



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

June 19, 2013

Dear Colleague,

For decades, Braille has been a key tool for literacy for many blind and visually impaired individuals. The Individuals with Disabilities Education Act (IDEA or Act),¹ in section 614(d)(3)(B)(iii), specifically addresses a public agency's responsibility to make provisions for Braille instruction in educating blind and visually impaired students. This requirement states that, "in the case of a child who is blind or visually impaired, [the Individualized Education Program (IEP) Team must] provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child." In the 1997 reauthorization of the IDEA, Congress added this requirement to ensure that blind and visually impaired students are provided the Braille instruction that is necessary for them to receive a free appropriate public education (FAPE). It was retained without change when the IDEA was reauthorized in 2004.² This requirement applies equally to children who need Braille instruction when they enroll in kindergarten, as well as to children who will benefit from Braille instruction because they face the prospect of future vision loss later on in their educational careers.

Despite this requirement, one of the most serious concerns voiced by parents and advocates of blind and visually impaired children is that the number of students receiving instruction in Braille has decreased significantly over the past several decades. As a result, these individuals believe that Braille instruction is not being provided to some students for whom it may be appropriate. The purpose of this letter is to provide guidance to States and public agencies to reaffirm the importance of Braille instruction as a literacy tool for blind and visually impaired students, to clarify the circumstances in which Braille instruction should be provided, and to reiterate the scope of an evaluation required to guide decisions of IEP Teams in this area.³ This letter also identifies resources that are designed to help strengthen the capacity of State and local personnel to meet the needs of students who are blind or visually impaired.

¹ Part B of the Individuals with Disabilities Education Act, 20 U.S.C. §§1401, 1411-1419 (2004).

² The IDEA Part B regulation in 34 CFR §300.324(a)(2)(iii) incorporates this statutory requirement verbatim.

³ Blind and visually impaired students are also protected by two other Federal laws: Section 504 of the Rehabilitation Act of 1973 (Section 504), which prohibits disability discrimination by entities, such as public schools, that receive Federal financial assistance (29 U.S.C. § 794, 34 CFR part 104); and Title II of the Americans with Disabilities Act of 1990 (Title II), which prohibits disability discrimination by public entities, including public schools, regardless of whether they receive Federal financial assistance (42 U.S.C. §§ 12131-12134, 28 CFR part 35). The Office of Civil Rights (OCR) in the U.S. Department of Education enforces Section 504 in public schools and, along with the U.S. Department of Justice, enforces Title II in public schools. Information about OCR enforcement is available on OCR's website at www.ed.gov/ocr.

Background

In the fall of 2010, nearly 30,000 of the students served under Part B of the IDEA were reported as having “visual impairment including blindness” as their *primary* disability, (approximately 0.07% of the total school population⁴). The population of children who receive services under Part B of the IDEA due to blindness or visual impairment is extremely diverse. These children display a wide range of vision difficulties and varying adaptations to vision loss. With regard to the degree of vision loss, the student population includes persons who are totally blind and persons with minimal light perception, as well as persons with varying degrees of low vision. With regard to adaptations to vision loss, persons with similar degrees of vision loss may function very differently. A significant visual deficit that could pose formidable obstacles for some children may pose far less formidable obstacles for others. This is because adaptations to vision loss are shaped by individual factors, such as availability and type of family support and the level of the child’s intellectual, emotional, physical, and motor functioning.

The challenge for educators of blind and visually impaired children is how to teach skills that sighted children typically acquire through vision. Blind and visually impaired students use a variety of methods to learn to read, write, and acquire other skills. For reading purposes, some students use Braille exclusively; others use large print or regular print with or without low vision aids. Still others use a combination of methods, including Braille, large print, low vision aids, and devices with computer generated speech, while others have sufficient functional vision to use regular print.

Despite the wide range of vision difficulties and varying adaptations to vision loss in the population of blind and visually impaired students, Braille has been a very effective reading and writing medium for many of them. Research has shown that knowledge of Braille provides numerous tangible and intangible benefits, including increased likelihood of obtaining productive employment and heightened self-esteem.⁵ Given these benefits, it is important that States and their public agencies ensure the appropriate implementation of the IDEA requirement regarding Braille instruction.

⁴ Source: www.ideadata.org; see also 34 CFR §300.8(c)(13).

⁵ Bell, E. C. & Mino, N. “Blind and Visually Impaired Adult Rehabilitation and Employment Survey: Final Results.” *Journal of Blindness, Innovation & Research*, Vol.1, No.1 (2013): Accessed April 8, 2013. See www.pdrib.com/pages/researchreports.php.

Other IDEA Requirements

In implementing the IDEA requirement regarding Braille instruction, the following additional IDEA requirements are applicable. Under IDEA, each State and its public agencies must make FAPE available to children with specified disabilities residing in the State in mandatory age ranges through a properly developed IEP. Each child's IEP must include the special education and related services and supplementary aids and services that are necessary to ensure each child's meaningful involvement and progress in the general education curriculum offered to nondisabled students. 34 CFR §§300.101, 300.201, and 300.320-300.324.

Under 34 CFR §300.304(c)(4) and (6), an evaluation must assess the child in all areas related to the suspected disability and must be sufficiently comprehensive to identify all of the child's special education and related services needs. Also, under 34 CFR §300.304(c)(1)(iv), any assessments and other evaluation materials used to assess a child must be conducted by trained and knowledgeable personnel.

Instruction in Braille and the Use of Braille

IEP Teams must ensure that children who are blind or who are visually impaired are provided with the Braille instruction they need in order to receive FAPE and to ensure their meaningful access to the general education curriculum offered to nondisabled students. To this end, IEP Teams for blind and visually impaired students should consider each child's need for appropriate Braille instruction on an individual, case-by-case basis, and without undue delay. Systematic and regular instruction from knowledgeable and appropriately trained personnel is essential for a child to become proficient in Braille. IEP Teams must ensure that the instructional time allotted for Braille instruction is sufficient to provide the level of instruction determined appropriate for the child. For example, if a particular student has little or no skill in Braille reading and writing, the IEP Team may conclude that frequent and intensive instruction in Braille likely would be necessary to enable the student to have meaningful access to the general curriculum.

Scope of Evaluation Related to Braille Instruction

The IDEA requires that Braille instruction must be provided to a child who is blind or visually impaired, unless the IEP Team determines, based on an evaluation of the child's current and future reading and writing needs, that Braille instruction is not appropriate for a particular child. Generally, determinations regarding the components of evaluations for particular children are matters within the purview of State and local officials. The evaluation of vision status and the need (or future need) for Braille instruction should be thorough and rigorous, include a data-based media assessment, be based on a range of learning modalities, including auditory, tactile, and visual, and include a functional visual assessment. An assessment of a child's vision status generally would include the nature and extent of the child's visual impairment, and its effect, for example, on the child's ability to learn to read, write, do mathematical calculations, and use computers and other

assistive technology, as well as the child's ability to be involved in and make progress in the general curriculum offered to nondisabled students. Such an evaluation generally would be closely linked to the assessment of the child's present and future reading and writing objectives, needs, and appropriate reading and writing media. The information obtained through the evaluation generally should be used by the IEP Team in determining whether it would be appropriate to provide a blind or visually impaired child with instruction in Braille or the use of Braille as required by the IDEA. Factors, such as shortages of trained personnel to provide Braille instruction; the availability of alternative reading media (including large print materials, recorded materials, or computers with speech output); or the amount of time needed to provide a child with sufficient and regular instruction to attain proficiency in Braille, may not be used to deny Braille instruction to a child. Rather, it would be appropriate to deny Braille instruction to a child only when the child's IEP Team, based on the results of a thorough and rigorous evaluation, determines that instruction in Braille would be inappropriate for that child. In addition, because the evaluation also must assess a child's future needs, a child's current vision status should not necessarily determine whether it would be inappropriate for that child to receive Braille instruction while in school. This is particularly true for a child with a degenerative vision condition who may have a high degree of functional vision when the evaluation is conducted. The evaluation of such a child would need to assess whether, despite the child's current vision status, the child still could benefit from Braille instruction while in school to increase the likelihood that the child will obtain productive employment and be able to participate more fully in family and community life.

Office of Special Education Programs' Investments and Supports

A. Personnel Preparation

To help ensure that children with blindness and visual impairments receive appropriate services, evidence-based interventions, and appropriate materials and media, including Braille and Braille instruction, the U.S. Department of Education's Office of Special Education Programs (OSEP) awards competitive grants to support university programs that prepare teachers of students who are blind or visually impaired. During Fiscal Year (FY) 2012, OSEP invested approximately \$18.6 million of discretionary grant funds specifically to improve services and results for children who are blind or visually impaired. These funds supported a variety of personnel preparation and technology projects to increase the numbers of certified and licensed professionals with the unique and specialized skills necessary to support the education of students with blindness and visual impairments. OSEP funds personnel preparation programs for teachers of blind or visually impaired students, Braille teachers, and orientation and mobility instructors. OSEP requires these personnel development programs to include curricula and coursework in Braille and Braille instruction.

B. Accessible Instructional Materials

OSEP also funds technology investments that promote the development, demonstration, and use of technologies that provide students with print disabilities equal access to the general education curriculum through collaboration with various industry, educational, and consumer collaborators. These funding opportunities are designed to help strengthen State and local capacity to meet the educational needs of children who are likely to experience vision loss later in childhood or early adolescence.

Additionally, OSEP supports several initiatives to promote timely access to accessible instructional materials for blind and visually impaired students. The National Instructional Materials Access Center (NIMAC) is a national repository that makes National Instructional Materials Accessibility Standard (NIMAS)⁶ files available for the production of print instructional materials in specialized formats. The NIMAC receives files in NIMAS format from textbook publishers, State educational agencies (SEAs) and local educational agencies (LEAs), and makes these files available for download in a variety of specialized formats, such as Braille, audio, or digital text, on behalf of elementary or secondary school students who are blind, are visually impaired, or have other print disabilities. Consistent with the IDEA requirements for SEAs and LEAs to make accessible instructional materials available to persons who are blind, are visually impaired, or have other print disabilities, all States must adopt NIMAS; however, SEAs and LEAs may choose, but are not required to, coordinate with the NIMAC in carrying out this responsibility.⁷

SEAs and LEAs are encouraged to access Bookshare, an online, accessible, digital library that allows students to access a large and diverse collection of titles for school or pleasure reading including textbooks, literature, leisure reading, reference materials, newspapers, and magazines. Students can read multimodally (e.g., see and hear words as they are being read and highlighted) and download reading materials to be used with other technologies such as personal computers and cell phone devices.⁸ In 2007, Bookshare received a \$32 million five-year grant from OSEP to provide free access for students with a qualified print disability.

The Office of Special Education and Rehabilitative Services (OSERS) provides a direct appropriation to the American Printing House for the Blind (APH) to produce and distribute books and other educational materials for students who are blind.⁹ SEA representatives may order Braille textbooks from APH at no cost. In 2012, APH offered 955 unique products designed to assist with the education of students who are blind or visually impaired.

⁶ NIMAS describes the minimum standard that SEAs and LEAs must meet in order to comply with their responsibility under the IDEA to provide instructional materials to blind persons or other persons with print disabilities. See sections 612(a)(23)(A), 613(a)(6), and 674(e)(4) of IDEA.

⁷ For more information regarding NIMAS and NIMAC, go to www.aim.cast.org.

⁸ For further information about Bookshare, go to www.Bookshare.org.

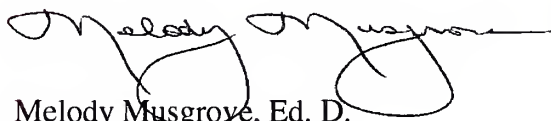
⁹ See 20 U.S.C. §§101-106a (2009); See also www.aph.org for further information.

Conclusion

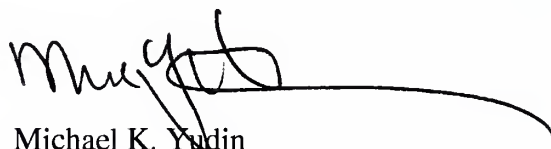
Braille is a very effective reading and writing medium for many blind and visually impaired persons, and research has shown that knowledge of Braille provides numerous tangible and intangible benefits.¹⁰ Therefore, it is imperative that IEP Teams for blind and visually impaired students provide for instruction in Braille and the use of Braille for those students, unless, based on a thorough and rigorous evaluation, the IEP Team determines that instruction in Braille or the use of Braille is not appropriate for a particular student.

We hope this information is helpful in clarifying the application of the IDEA requirements regarding Braille instruction for children who are blind or visually impaired. Thank you for your continued interest in improving results for children with disabilities.

Sincerely,



Melody Musgrove, Ed. D.
Director,
Office of Special Education Programs



Michael K. Yudin
Delegated the Authority
to perform the functions
and the duties of Assistant
Secretary for Special
Education and
Rehabilitative Services

¹⁰ Bell & Mino, op.cit.

Chile: Helping prisoners reintegrate through work

By José Luis Alarcón for Infosurhoy.com

Authorities are implementing work programs that allow prisoners and former inmates to earn money, preventing recidivism.



Jaime Acosta served 10 years in prison for drug trafficking. While in prison, he learned a skill that allowed him to become the owner of Braille Chile, a small business in Santiago that manufactures and sells specialty products for the visually impaired. (Gustavo Ortiz for Infosurhoy.com)

SANTIAGO, Chile – Three pictures of Jaime Acosta catch the eye of those who enter the shop where he sells products for the visually impaired.

In one of them, he is receiving the 2013 Outstanding Micro Entrepreneur award at the National Meeting of Small and Medium Industrial Businesses. Another picture features his winning an award from BancoEstado, one of the main financial institutions in Chile, which gave him the 2011 Entrepreneur award in the category of Innovation. In the third, he is with a former Chilean economy minister.

Acosta, who never studied business, was released from prison in 2008 after serving 10 years for drug trafficking.

Through a Braille signage training program he participated in while in prison, he was able to open a small business that imports and manufactures products for the visually impaired.

"When I learned about Braille, I never imagined that it would one day lead me to open a business," he said. "[But little by little] it led me to a new path in life."

Upon leaving prison and with the support of his family, he sought opportunities. After making requests to several institutions and municipalities, he received seed capital and consulting services from the Ministry of the Economy's Technical Cooperation Service four years ago.

Today, Braille Chile has five employees, including three who are former inmates and two who are incarcerated.



Among some of the unique items sold by Braille Chile, a company that specializes in products for the visually impaired in Santiago, are a Rubik's Cube with Braille writing and boxes containing different textures. (Gustavo Ortiz for Infosurhoy.com)

(/sail/images/2013/09/24/photo1B-800_600.jpg)

Acosta's small business handled the printing of ballots for the blind in Chile's municipal elections, which were held in October 2012.

"Now, I'm selling to the government," he said proudly.

About 49,000 inmates are currently behind bars in the country's 97 prisons. Chile has an overcrowding rate of 23% and a recidivism rate of 65%, according to official figures.

"Recidivism is most likely to occur during the first year [after being released from prison]," said Sebastián Valenzuela, the head of the Ministry of Justice's Social Reinsertion Division.

Authorities are promoting a series of programs to prevent recidivism through work, with training and courses designed for the needs of the different regions where the prisons are located.

Online resources

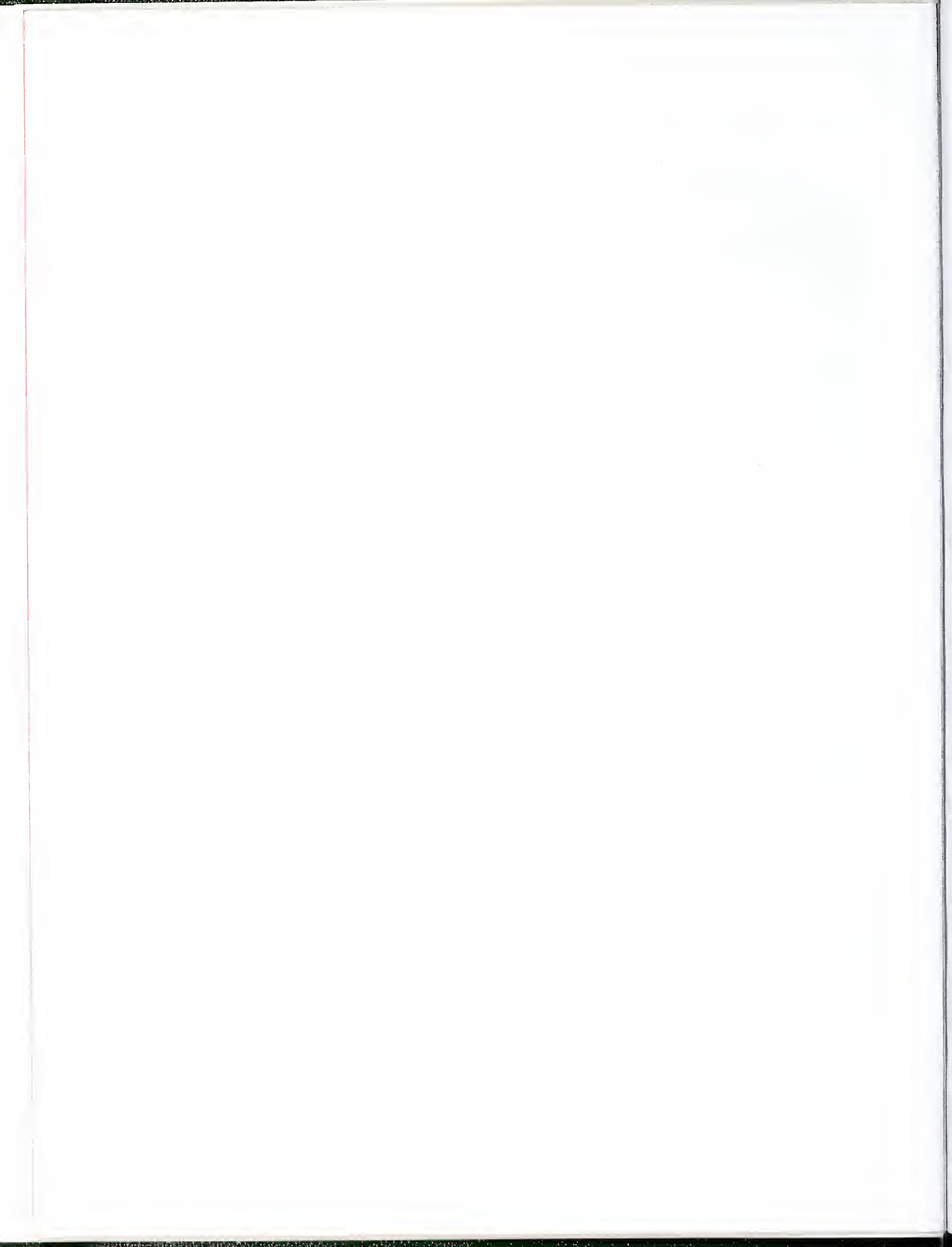
The most recent initiative is the jobs website [reinsercionsocial.cl](http://www.reinsercionsocial.cl) (<http://www.reinsercionsocial.cl>) (Social Reinsertion), a public-private partnership coordinated by the Chilean Gendarmerie, which monitors, serves and assists the country's prison population.

Since its launch in May 2012, the program has helped 728 former convicts find jobs in construction, telecommunications and manufacturing.

Those who are selected enter the program after demonstrating good behavior and participating in specific training.

A total of 1,284 inmates currently are working inside prisons or through restricted release programs.

Telefónica, a multinational telecommunications firm with operations in Chile, recently completed a pilot program that provided 47 former inmates 300 hours of technician training, teaching them how to fix problems, such as severed fiber-optic lines.





KCI STAFF

JASON CRISWELL

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Kentucky Correctional Industries
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APH STAFF

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E-Mail: jcarroll@aph.org



Did You Know?

Braille was invented in France in 1824 by a 15-year old named Louis Braille.

Braille is a system of 6 raised dots arranged into patterns that represent numbers, letters, words, part-words and punctuation marks.

• • • • •
a b c d e f g h
• • • • •
i j k l m n o p q
• • • • •
r s t u v w x y z

KCI'S Braille Motto...

Braille Makes

Your Heart Flutter!

KCI BRAILLE SERVICES



Kentucky Correctional Industries
Braille Services

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KCI BRAILLE SERVICES

The Kentucky Correctional Industries Braille Services program is located in the Kentucky Correctional Institution for Women (KCIW) just outside of Louisville, Ky. KCIW is a multi-security level women's prison that houses about 700 inmates.

KCI Braille Services began in 2000 as a joint effort between KCIW, the American Printing House for the Blind, and Kentucky Correctional Industries.

The program is designed to provide high quality education materials for people who are blind and visually impaired and to teach inmates a marketable job skill that will help make their transition into society successful. In addition to braille, inmates learn responsibility, work ethics and communication skills. They learn how to work as a team by sharing work on projects and mentoring each other.

The program employs fourteen inmates. All inmate transcribers are required to have a high school diploma or GED, at least five years to serve out or meet the parole board, a good institutional record and some typing/computer skills. All transcribers are required to complete the National Library of Congress (NLS) Literary Braille Transcription certification course before they may begin working.

Once Literary Braille certified, additional certification courses are offered by NLS in Nemeth Braille (math and science notation) and Music Braille, Braille Formats. The National Braille Association (NBA) offers a certification in text book braille. Group training sessions are held regularly to train transcribers in quality control, scanning, embossing, proofreading, tactile graphics, computer technology and to keep transcribers up-to-date on new formatting.

SERVICES AVAILABLE

✓ Check us out

📖 textbook, novels, worksheets, workbooks, and test material

π nemeth (math and science)

📖 twin vision books

AA printing services

✂ graphic maps, diagrams, charts

☐ letters, reports, flow charts, PowerPoint presentation

🎵 music hymnal, songbooks, sheet music

🗂 menu

✝ bible studies

📖 brochures, invitations, instruction manual, business cards, magazine, puzzle books and games

Other Services Available

Scanning

Thermoforming

Proofreading

Embossing

Binding:

Comb

Twin Loop

Covers

Labels

NBA

All Transcribers are Members
of the National Braille
Association



History

The Ogden Resource Center's (ORC) braille services, *formerly known as the Braille Access Center*, has produced over six million braille pages since 1992. The Braille Services Team, *formerly known as the Braille Transcription Project*, began providing professional braille transcription services in 1996. In 2002, the Team was presented the Governor's Award for Quality and Performance. This collaborative partnership between the Washington State School for the Blind/ORC, Washington Corrections Center for Women and Correctional Industries (CI), has led to thousands of dollars in savings to the state and local districts.

As of 2013, offender braille transcribers have transcribed over 934,119 braille pages since the program's start. It is the Team's priority to provide top quality services and timely delivery of all instructional materials.

Blind Citizen Testimonial

"Until I got the Intercity Transit bus timetable in braille, transcribed by the Braille Access Center, I didn't even know all the places I could go. Thank you!"

— Denise Colley

Types of Transcription Work

K-12 and Higher Education: Textbooks, study guides, workbooks, tests, music and state assessment exams.
Government Agencies: Documents, forms, voter pamphlets, business cards, court hearings and transit schedules.
Non-Profit Organizations: Brochures, forms and newsletters.
Businesses: Directories, ADA (Americans with Disabilities Act) compliant signs, business cards, technical manuals, restaurant menus and insurance forms.
Health Care Industry: Documents and forms.

Specialized Services

Braille Transcription Services
Literary, science, mathematics, foreign languages, music and technical manuals.
Tactile Graphics
Pictures, graphs and maps.

Contact Information

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colleen.lines@wssb.wa.gov
Ogden Resource Center
2310 E 13th Street
Vancouver, WA 98661
Office: 360.696.6321 x183
FAX: 360.737.2120

Mission Statement: The Ogden Resource Center braille services is a fee for service agency providing quality, accurate braille to customers in accordance with the Americans with Disabilities Act.

Roy Pidcock, CI Manager/Liaison
roy.pidcock@doc.wa.gov
Washington Corrections Center for Women
9601 Bugachich Road NW
Gig Harbor, WA 98332-8300
Office: 253.858.4637

Mission Statement: As a business, Correctional Industries is committed to maintain and expand offender work training programs which develop marketable job skills, instill and promote positive work ethics, and reduce the tax burden of corrections.



Washington State Braille Services Team



Washington State School for the Blind
Ogden Resource Center



WASHINGTON STATE
CORRECTIONAL INDUSTRIES

Braille Services Team

Each and every member of the team truly cares about the quality of their work. Offender transcribers demonstrate the highest level of professionalism and genuine respect for each other and the population they serve. They seek educational and certification opportunities in braille such as Nemeth, Literary and Music through the Library of Congress by working long days and spending evenings studying to gain knowledge for the program. Women offenders in the program find this to be a meaningful way to give back to the community. Some who have been released are now gainfully employed in their own transcription businesses.

Offender Transcribers

Since learning braille can be difficult and time consuming, offenders selected for the Braille Services Team must meet certain criteria. Offenders are hired through a process of screening and evaluation based upon computer knowledge, academics and behavior. They must have at least a high school education or GED equivalency. It is important that they have at least five years left to serve before they are eligible for release since it can take up to a year for offenders to learn Literary braille and begin transcribing.

Offenders on the Braille Services Team learn much more than braille transcription. As they are beginning to learn braille, they are also developing characteristics and work habits they will need once they leave prison such as responsibility, self-confidence, accountability, ability to follow instructions, respect for authority, and willingness to work as a member of a team.

Offender Transcriber Testimonial

"Every day I know I am helping provide material for someone that might not otherwise have access to it. The added bonus is that every day I also learn something new!"

— Starr L.

ORC Employee Testimonial

"Being a felon and trying to find work once released is a difficult task. If it wasn't for the Braille Program at WCCW, with all that it offered to me while incarcerated, I would have never had the opportunity to be employed at the Washington School for the Blind. Not only do I get to do something I love, but I now have a career that I can be proud of!"

— Angela Vargas, ORC Braille Coordinator

Braille Material Requests

All requests are submitted to the ORC and a quote for transcribing the material is presented to the customer.

The Braille Services Team members at the ORC develop a timeline for completion of the project and assign the project to the transcriptionists.

The transcriptionists are also provided specific instructions regarding the formatting of each document.

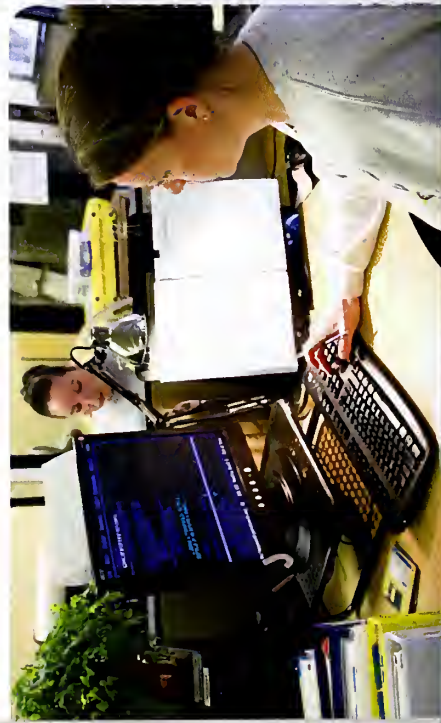
Offenders certified by Washington State and the National Library Service (NLS) produce the braille text using computers and create hand-crafted tactile graphics as needed. Their completed work is shipped to the ORC where it is proofread by visually impaired NLS Certified proofreaders and the final document is produced and shipped to the customer.

The ORC retains file copies for future production as requested.

User Testimonial

"If I would have had braille like the braille you [offender transcribers] produce while growing up, my childhood would have been filled with a lot less tears and frustration. If every blind person in the U.S. and the world could have transcribers like you, there would be much more empowerment in the blind community."

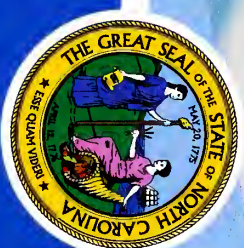
— Zach, ORC Blind Proofreader and
University of Washington graduate





Mission Statement

To provide a meaningful work experience and rehabilitative opportunities for inmates and to provide quality goods and services to tax-supported entities at a savings to the taxpayer.



Braille Transcription Services

Quality Literature at
affordable prices

Scotland Braille Plant

The goal of the Scotland Braille Plant is to provide quality Braille material for the visually impaired. Our employees are trained to transcribe, read, and proofread Braille; design and reproduce tactile graphics; and operate numerous pieces of equipment in the production of accessible instructional material. We strive to maintain the highest standard of excellence.

North Carolina Correction Enterprises

Please contact our customer service
department for more information.

919.716.3600 | 800.241.0124

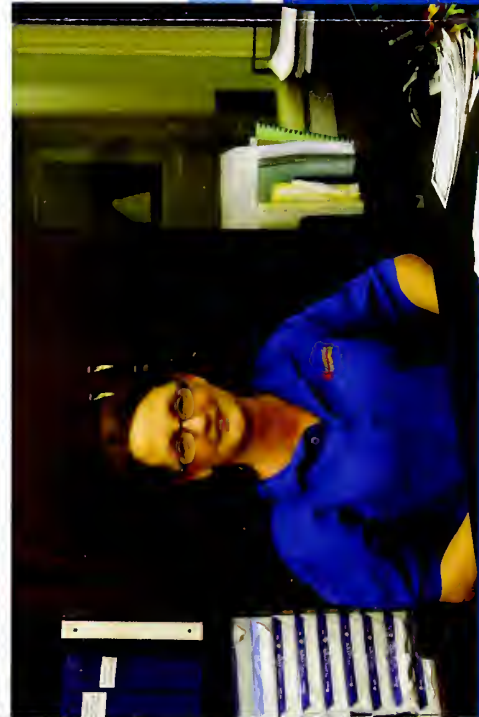
E-Procurement #001A

www.correctionenterprises.com

Correction Enterprises
Showroom: 2020 Yonkers Rd
Raleigh, NC 27699-4240

Braille Transcription Program

	Trainees	Certified
NLS Literary:	12	1
NLS Literary Pending:	0	5
NLS Literary Proofreading:	0	0
NLS Nemeth:	1	0
NLS Music:	0	0
NBA Textbook Formats:	0	1



Braille Transcription Services

Literary Braille

Novels
Instruction Manuals
Business Cards
Schedules
Menus
Calendars
Bible Studies
Invitations
Applications
Forms

Textbooks

Textbooks
Workbooks
Computer Manuals
Test Booklets
K-12 Level Math

Tactile Graphics (Collage and Computer)

Maps
Charts
Diagrams
Nemeth Tactiles

Binding

Comb (19 holes)
Vinyl Covers
Labels



Did You Know?

Braille was invented in France in 1824 by a 15 year old boy named Louis Braille.

Braille is a system of 6 raised dots arranged into patterns that represent numbers, letters, words, part-words and punctuation marks.

Other Services Include:

Scanning
E-files
Thermoformatting

K CORRECTION
ENTERPRISES

Proofreading
Embossing
Perkins Braille Writer Repair

Large Font Printing

Contact Information for Ordering Braille Textbooks

Donald Morrow, Braille Coordinator
or
Bradford Williams, Industry Supt.
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QUALITY PRINT-TO-BRAILLE TEXTBOOKS SINCE 1991

Grafton Correctional Institution
2500 South Avon-Belden Rd.
Grafton, Ohio 44044



Ohio Penal Industries
800-237-3454

OPI Mission Statement
*To assist Ohio Prisons in the
management of offenders
through training, by
producing quality, cost
efficient products and
services; thereby, contributing
to their successful reentry to
society.*



**Grafton Braille
Service Center**



440-748-3102 Fax or Voice

What is OPI/Grafton Braille Service Center?

The OPI/Grafton Braille Service Center (OPI/GBSC) is located at the Grafton Correctional Institution and the Grafton Correctional Camp. OPI/GBSC is a full service print-to braille transcription with approximately 10-15 workers at each location.

OPI/GBSC

Mission Statement

OPI/GBSC will develop a highly qualified workforce that will produce quality print to braille materials for individuals who are blind; specifically, educational textbooks for students (K-12 and College) in Ohio and throughout the United States.

Services offered by OPI/GBSC

- Literary transcriptions
- Literary Textbook transcriptions
- Math & Science Textbook transcriptions
- Computer Textbook transcriptions
- Tactile graphics (collage and computer generated)
- Braille Proofreading
- Embossing and binding (from your braille files)
- *Future expansion in Music transcription, large print documents, and accessible PDF textbooks*

Why choose OPI/GBSC for your print to braille transcription needs?

- OPI/GBSC has been offering quality print to braille transcriptions since 1991.
- All of the transcribers are certified by the Library of Congress, Washington, D.C. as a Braille Literary Transcriber.
- All transcribers have been trained in the *Braille Formats Principles of Print-to-Braille Transcription, 2011*.
- OPI/GBSC transcribers use the most up-to-date braille translation software.
- OPI/GBSC has Library of Congress certified Nemeth transcribers, Library of Congress certified Proofreaders, and NBA Textbook Formatting Certified transcribers
- OPI/GBSC transcribers receive intensive training from national experts in the areas of Braille Translation Software, Nemeth Code, Tactile Graphics, Advanced Proofreading Techniques, and Textbook Formatting.

Production Costs

For Ohio Schools and Agencies:

The following production costs are in place for Ohio Schools and Agencies:

- Literary Braille Pages \$ 0.95
- Nemeth Braille Pages \$ 0.95
- Graphic Pages \$ 1.50
- Embossing (per page) \$ n/a
- Binding \$ 3.50
- Shipping & Handling \$ 10.00

For Out-of-State Schools and Agencies:

The following production costs are in place for Out-of-State Schools and Agencies:

- Literary Braille Pages \$ 1.49
- Nemeth Braille Pages \$ 1.95
- Graphic Pages \$ 2.25
- Embossing (per page) \$ n/a
- Binding \$ 4.00
- Shipping & Handling \$ 15.00





2013 National Prison Braille Forum

Roster by State

October 16, 2013

Arizona

Vivian Seki
Fran Wonders
Nancy Wonders

Arkansas

Cindy Wilkinson

California

Dawn Gross
Vanessa Stenz
Bob Walling

Colorado

Debbie Haberkorn
Jim Olson

District of Columbia

John Linton

Georgia

Chris Smith
Guy Toles
Carey Jackson

Indiana

Qyn Boswell
Robert Eutz
Paul Randolph
Debby Krise

Kentucky

Bob Brasher
Jan Carroll
Jason Criswell
Dena Garrett
Justin Gardner
Rob Guillen
Nancy Lacewell
Catherine Leslie
Rod Miller
DeAnna Morrison
Gary Mudd
Cecelia Peredo
Becky Snider
Jane Thompson

Michigan

Robert Beaton
Johnnie Moultrie Jr

Michigan (continued)

Cindy Olmstead

Matt Williams

North Carolina

Cindy Belue

Penny Evans

Ohio

Bennie Kelly

Lucretia Kelly

Paula Mauro

Gene Mezeske

Donald Morrow

Puerto Rico

Luz Robles-Bermudez

South Carolina

Mandy Clayton

Jill Ischinger

Lee Speer

South Dakota

Josh Murray

Tennessee

Carol McCarroll

Virginia

Barbara McCarthy

Washington

Colleen Lines

Angela Vargas

West Virginia

Donna See

Wisconsin

Stacy Grandt

Kurt Pamperin

National Prison Braille Forum

October 16, 2013

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